

## HOLLY HILL-ROBERTS HIGH

530 Hesseman Street  
Holly Hill, South Carolina 29059

**GRADES** 9-12 High School

**ENROLLMENT** 872 Students

**PRINCIPAL** Rose V. Pelzer-Brower 803-496-3818

**SUPERINTENDENT** Dr. David Longshore, Jr. 803-496-3288

**BOARD CHAIR** S. B. Marshall 803-496-3288

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	3	3	4	6

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Excellent	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Unsatisfactory	Excellent	No
<b>2004</b>	Below Average	Excellent	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	64.9	N/A	N/A	63.5	N/A	N/A
<b>Passed 1 subtest</b>	10.8	N/A	N/A	18.4	N/A	N/A
<b>Passed no subtests</b>	24.2	N/A	N/A	18.1	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	84.8%	87.3%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	3.5	2.6
<b>Seniors who met the SAT/ACT requirement</b>	3.5	2.6
<b>Seniors who met the grade point average</b>	31.2	27.6

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	189	96
<b>Number of Diplomas</b>	145	66
<b>Rate</b>	76.7%	67.4%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	151	84.8	141	3.5	189	76.7	YES
Gender							
Male	55	74.5	40	5.0	73	63.0	N/A
Female	95	90.5	101	3.0	116	85.3	N/A
Racial/Ethnic Group							
White	12	100.0	9	0.0	16	56.3	N/A
African-American	135	84.4	131	3.8	172	78.5	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	1	I/S	1	I/S	1	I/S	N/A
Racial/Ethnic Group							
Non disabled	0	N/A	136	3.7	168	78.6	N/A
Disabilities other than speech	151	84.8	5	0.0	21	61.9	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	151	84.8	141	3.5	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	151	84.8	141	3.5	189	76.7	N/A
Socio-Economic Status							
Subsidized meals	110	83.6	132	2.3	150	78.7	N/A
Full-pay meals	37	89.2	9	22.2	39	69.2	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	199	97.0	24.4	32.1	33.2	10.4	50.8	YES	YES
<b>Gender</b>									
Male	92	96.7	32.6	29.2	30.3	7.9	46.1	N/A	N/A
Female	107	97.2	17.3	34.6	35.6	12.5	54.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	190	96.8	25.0	32.1	32.6	10.3	50.0	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	169	97.0	12.8	36.0	39.0	12.2	59.1	N/A	N/A
Disabled	30	96.7	89.7	10.3	N/A	N/A	3.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	199	97.0	24.4	32.1	33.2	10.4	50.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	198	97.0	24.5	31.8	33.3	10.4	51.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	164	97.0	25.8	33.3	32.7	8.2	49.7	YES	YES
Full-pay meals	35	97.1	17.6	26.5	35.3	20.6	55.9	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	199	95.0	31.7	32.8	24.3	11.1	49.7	YES	YES
<b>Gender</b>									
Male	92	94.6	39.1	26.4	25.3	9.2	46.0	N/A	N/A
Female	107	95.3	25.5	38.2	23.5	12.7	52.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	190	94.7	32.2	32.2	23.9	11.7	50.6	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	169	95.9	21.6	37.0	28.4	13.0	58.0	N/A	N/A
Disabled	30	90.0	92.6	7.4	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	199	95.0	31.7	32.8	24.3	11.1	49.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	198	94.9	31.4	33.0	24.5	11.2	50.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	164	95.1	34.6	30.8	24.4	10.3	46.2	YES	YES
Full-pay meals	35	94.3	18.2	42.4	24.2	15.2	66.7	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n= 872)</b>				
Retention rate	10.7%	Up from 0.2%	11.5%	9.1%
Attendance rate	98.1%	Up from 94.5%	95.6%	96.0%
Eligible for gifted and talented	0.0%	Down from 1.9%	2.4%	5.8%
With disabilities other than speech	16.2%	Up from 13.8%	15.9%	12.7%
Older than usual for grade	8.9%	Down from 9.2%	15.9%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 4.5%	1.4%	1.6%
Enrolled in AP/IB programs	3.1%	Down from 8.7%	5.4%	10.2%
Successful on AP/IB exams	N/AV		13.9%	53.8%
Annual dropout rate	2.1%	Down from 7.7%	2.6%	2.7%
Career/technology students in co-curricular organizations	20.1%	Up from 13.6%	4.6%	3.6%
Enrollment in career/technology center courses	701	Up from 611	274	466
Students participating in worked-based experiences	75.8%	Up from 38.5%	22.9%	25.7%
Career/technology students mastering core competencies	50.4%	Up from 48.3%	69.4%	77.7%
Career/technology completers placed	97.0%	Down from 98.4%	96.8%	99.3%
<b>Teachers (n= 68)</b>				
Teachers with advanced degrees	55.9%	Up from 51.4%	47.7%	52.0%
Continuing contract teachers	75.0%	Down from 81.4%	75.5%	82.1%
Highly qualified teachers**	86.2%	N/A	89.5%	89.5%
Teachers with emergency or provisional certificates	11.1%		13.2%	8.6%
Teachers returning from previous year	91.1%	Up from 89.3%	79.7%	86.2%
Teacher attendance rate	93.8%	Down from 94.2%	94.4%	95.3%
Average teacher salary	\$44,407	Up 3.7%	\$39,804	\$41,060
Prof. development days/teacher	18.9 days	Up from 8.6 days	13.7 days	10.6 days
<b>School</b>				
Principal's years at school	0.5	Down from 5.0	2.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.6 to 1	19.0 to 1	26.4 to 1
Prime instructional time	90.0%	Up from 86.7%	87.1%	90.0%
Dollars spent per pupil*	\$7,783	Up 5.0%	\$7,856	\$6,310
Percent of expenditures for teacher salaries*	58.7%	Up from 58.1%	56.7%	57.9%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	99.0%	Up from 67.0%	84.7%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	90.1%		91.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Holly Hill-Roberts High School made significant gains during the 2003-2004 school year.

During this school year, Holly Hill-Roberts High School continued to make significant gains in the areas of academics and extra-curricular activities. Teachers were actively involved in various professional development opportunities throughout the school year to enhance the academic success of all students.

As a result of the outstanding efforts of the faculty, staff, and students, the improvement rating of school increased from good to excellent. Many innovative programs such as the homework center, Saturday tutorials, SAT/ACT workshop sessions, and our partnership with Orangeburg-Calhoun Technical College have been an asset for our students.

The class of 2004 had six students to score 1,000 on the SAT. In athletics, the boys' basketball team received the 2004 State Three A championship.

With many new initiatives to enhance the academic and social success of our students, we have increased the learning environment of Holly Hill-Roberts High School. Our goal is to continue to provide a safe and orderly environment to promote and increase the academic performance for all students.

R. Pelzer-Brower  
Principal

J. Singh, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	67	100	92
Percent satisfied with learning environment	76.1%	62.0%	70.0%
Percent satisfied with social and physical environment	83.3%	72.2%	70.3%
Percent satisfied with home-school relations	45.5%	74.7%	59.3%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.